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ABSTRACT

This course outline is a guide for teaching the principles and skills of deck tennis in grades 7-12. The course format includes discussions, practice of fundamental skills, participation in game situations and class tournaments, and subjective and objective evaluations. Course content includes the following: (a) history, (b) description of game, (c) team deck tennis, (d) singles and doubles, (e) playing courtesies, (f) fundamental skills and techniques, and (g) game strategy. Warm-up exercises, structured activities, class progressions, and source materials are suggested. Procedures for giving and scoring a skills test are outlined and a class participation subjective rating scale is suggested as a method of rating and recording observed skill. (An 11-item bibliography is included.) (PD)

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Written by

Katheryn King

For The

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Dade County Public Schools

Miami, Florida

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DECK TENNIS

I. COURSE GUIDELINE FOR COURSE NUMBER:

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A. Student Classification: Boys, Girls, or Coeducational
B. Grade Level: 7 - 12
C. Level or Performance: General
D. Suggested Prior Experience: None
E. Subject Status: Elective
F. Length of Unit: 9 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BOARD GOAL

Junior High: 9.8416 (1) a,c,d,i,j
Senior High: 9.9420 (1) d

A. Description

The game of deck tennis is designed as a unit to develop interest in a worthwhile recreational activity which students may enjoy in their present leisure time and also carry over into their adult life.

The course of study is designed to meet the following major goals:

1. To develop skill, proficiency and knowledge essential to successful participation in the game.

2. To develop coordination, flexibility, and agility to meet immediate physical activity needs of youth.

3. To contribute to the wholesome development of the total individual through the medium of satisfying and enjoyable physical activity.

4. To develop recreational skills which may be used in present leisure time as well as throughout adult life.

B. Methods of Presentation and Evaluation

The course will consist of class discussions, demonstration and practice of basic fundamental skills, participation in game situations and class tournaments, subjective and objective evaluations.

C. Areas of Concentration

Class periods will be devoted to:

1. Warm-up exercises to prepare for activity
2. Demonstration and practice of fundamental skills
3. Classroom discussions of rules and strategies of the game
4. Participation in game situations
5. Class tournaments
6. Testing of skill performance
7. Written test on knowledge of rules
8. Student self-evaluation of social awareness

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES

A. Class Participation Objectives: 40% of Unit Grade

State Accreditation Standard: Junior High 9.8416 (2) d,e,g,j
Senior High 9.9420 (2) i,s

All students will demonstrate sufficient skill to participate in a game situation with at least an average degree of success as determined by a subjective rating scale as observed and rated by the instructor. These skills will be developed during class sessions and the items of consideration will include:

1. Throwing the ring
2. Catching the ring
3. Serving the ring
4. Placement of throws
5. Strategies performed

B. Basic Skills Objective: 20% of Unit Grade

State Accreditation Standard: Junior High 9.8416 (2) d,e,g,j
Senior High 9.9420 (2) i,s

All students will be rated on a minimum of two skill tests. The majority of students will achieve an average or better score. Tests may be adapted from the Dade County Public School Curriculum Bulletin 5-H or from other authoritative sources. Suggested tests include the following:

1. Serving (Team)
2. Serving (Doubles or Singles)
3. Placement Test
4. Shuttle Footwork Test

C. Course Content Knowledge Objective: 20% of Unit Grade

State Accreditation Standard: Junior High 9.8416 (2) (b) d,e,g,j
Senior High 9.9420 (2) (b) i,s

All students will respond to an objective test, and the majority will achieve a minimum score of 80% or better. Test will be based on rules and regulations of the game as presented in Course Content and will be developed in class discussions.

D. Social and Personal Attitudes Objective: 20% of Unit Grade

State Accreditation Standard: Junior High 9.8416 (2) e,f,g,j
Senior High 9.9420 (2) k,s

Social and personal attitudes and behaviors displayed by students will be evaluated by the instructor throughout the entire unit and recorded on a checklist. Students will also be asked to respond to a self-evaluation checklist. The instructor will provide an atmosphere conducive to development of desirable qualities at all times. The majority of students will respond to the motivation provided and exhibit desirable behavior. Items of consideration will include:

1. Cooperation with class members
2. Willingness to participate in all class activities
3. Good sportsmanship and enthusiasm
4. Self-control and humility in facing wins and losses
5. Ability to lead and follow
6. Acceptance of official's decisions
7. Integrity and perserverance

IV. COURSE CONTENT
(This section may be duplicated for distribution to students).

A. History of the Game

Deck Tennis was originated by Cleve F. Schaffer as a game for a restricted playing area. The game gained in popularity with its introduction as a shipboard game shortly after World War I. The game spread from aboard ship to land recreation centers and school programs. The game has also been known as quoit tennis, ring tennis, tenequoit, and quoitennis.

The game is easily adapated or modified in accord with the age of the individuals participating and the equipment is inexpensive.

B. Description of the Game

Deck tennis is a recreational sports unit which may be presented in either boys or girls or to coed classes. The game may be played as a team sport or as a singles or doubles game. The object of the game is to toss the deck tennis ring back and forth over the net so that it drops to the ground in the opponent's court.

C. Team Deck Tennis

Team deck tennis may be played with from three to eight members on a team depending on the age of the individuals participating, area available and objectives desired.

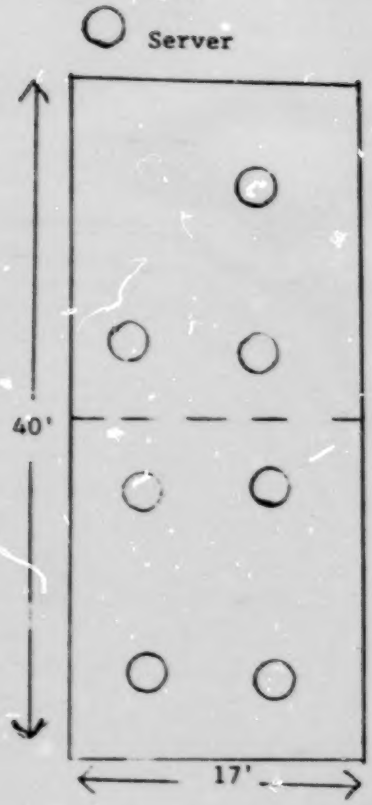
1. Equipment

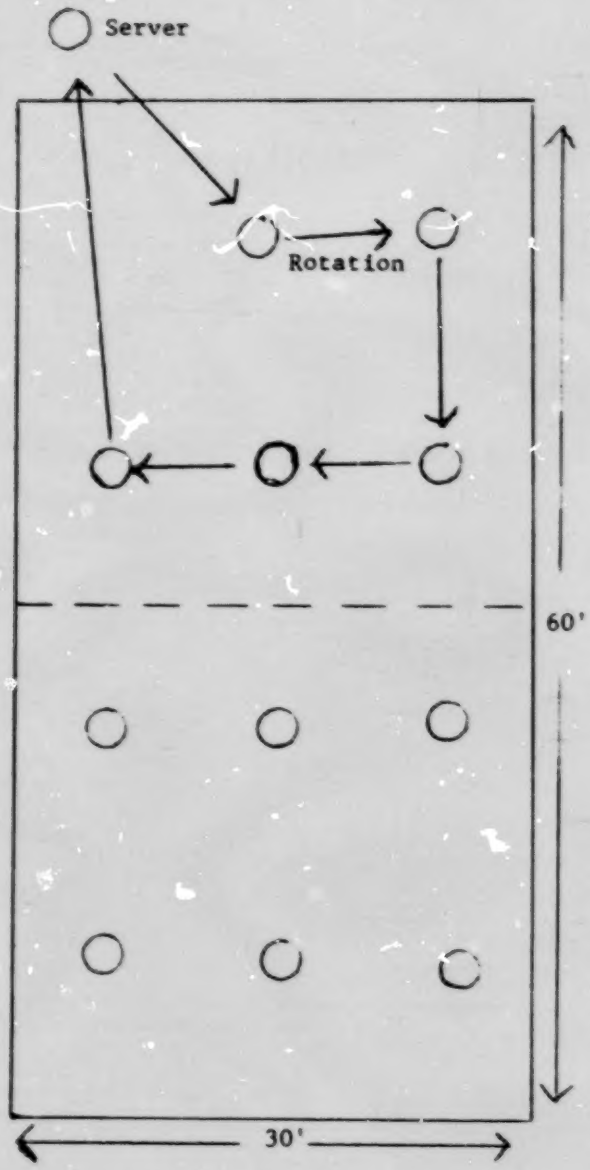
The ring or deck tennis quoit is of rubber approximately 6" in diameter. Either a sponge rubber or a hollow rubber ring may be used. A net 5'1" from the ground at both posts and 5' from the ground at the center shall be used.

2. Court

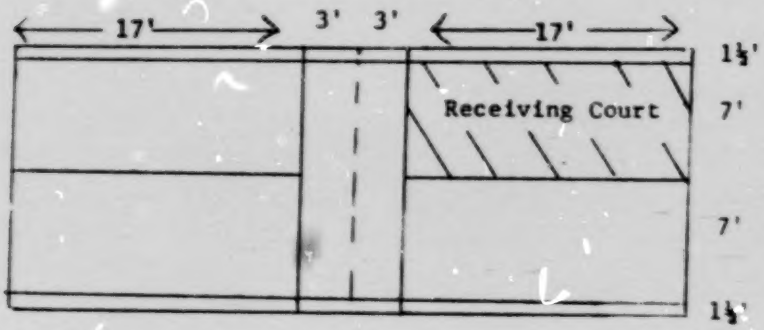
The court can be either the size of a double deck-tennis court or the size of a volleyball court. The size of the court should be determined by the number of players taking part in the game. When there are three or four players on each side, the smaller court (17' by 40') should be used. The larger court (30' by 60') should be used when six or eight players make up the team.

TEAM DECK TENNIS





SINGLES AND DOUBLES



3. Scoring

The game is scored as in volleyball. If the receiving team fails to make a legal return, the serving team shall score one point. It the serving team commits a fault, it loses the serve (side-out).

4. Length of Game

There are two accepted methods of determining the game:

a. The game shall consist of two fifteen-minute halves with five minutes between halves (DGWS).
b. A game consists of 15 points or eight minutes of play whichever occurs first. Winner must be two points ahead. (Dade County Sports Day regulation - as in volleyball).
c. A match shall consist of two out of three games. Sides are changed after the first and second games and at the middle (8 points or four minutes) of the third game.

5. Rotation

Plays shall rotate positions in a clock-wise direction for service as in volleyball.

6. Substitution

A maximum of 15 seconds shall be allowed for substitution. The substitute must report to the scorer. The incoming player must take the position and place in the serving order of the player for whom she is substituting. A player shall not enter the game for the third time. Starting the game counts as an entry.

7. Foot Fault

Server steps on or over the end line at the moment she releases the ring.

8. Time Out

Time-out may be requested at any time the ring is dead except in case of injury when the play must be repeated. Two time-outs not to exceed one minute are permitted each team during a game. Time-out may be requested by the coach or team captain and players may leave the court to confer with the coach at or near their benches.

9. Rules (These rules will be identical to those established in the current DGWS Volleyball Guide).

a. The serve must be underhand. Only one attempt to get the ring over the net is allowed. The ring must not travel end over end, wiggle, or wobble on the serve.

b. The server continues to serve until the serve is illegal or the serving team fails to return the ring legally.
c. The ring may be caught and thrown to another teammate on a return. However, only three people may touch it on a side. (Dade County Sportsday regulations allow only one player to play the ring on each side except on a simultaneous catch by two or more players in which case, one player makes the return. A player may not catch her own juggle but may catch a ring that a teammate has deflected).
d. The ring must be released below the shoulder at all times.
e. The ring may not be released with sides pressed together, but may be caught with sides pressed together.
f. A player may not catch the ring with two hands or transfer the ring from one hand to the other.
g. Any ring which falls on a boundary line is considered in bounds.
h. A "let" serve is re-served. (Dade County regulations declare a let serve as side-out).
i. Servers must stand behind the right third of the baseline. as in volleyball.
j. Any returned ring which touches the top of the net and crosses the net is considered a good return.
k. During a rally, the ring may be thrown so that it sails through the air flat and parallel to the ground or horizonal to the ground, or so that it spins and turns end over end in its flight.

10. Fouls

If the receiving team commits a foul, a point is awarded to the serving team. If the serving team commits a foul, the receiving team gets the serve (side-out). The penalty for the following fouls is loss of serve or point:

a. Catching the ring with both hands or changing the ring from one hand to another.
b. Batting or juggling the ring.
c. Permitting the ring to encircle the wrist
d. Throwing the ring so that it fails to rise above the thrower's wrist.
e. Permitting the ring to touch any part of the body except the hands
f. Touching the net with any part of the body while the ring is in play
g. Reaching over the net to play the ring. However, a follow through of the hand and arm across the net is permitted.
h. Taking more than two steps with the ring in hand.
i. Holding the ring more than three seconds
j. Making a fake move in any way and stopping continuous motion of the ring

11. Additional Rules

There are various sources of rules for playing deck tennis. Most of the variations concern court sizes and methods of determining the length of games and scorekeeping methods. For uniformity, it is suggested that the rules and regulations endorsed by DGWS be followed for any regulations not covered in this section.

12. Officials

Officials include a referee, umpire, timekeeper, and scorer as in volleyball.

D. Singles and Doubles

The singles court is 14' by 40' and the doubles court is 17' by 40'. A neutral area is marked three feet on each side of the net. The net should measure 5' from the ground at all points. The alleys are 1½ feet wide.

The object is to throw the ring over the net so that it drops into the opponent's court beyond the neutral area in such a manner that it cannot be returned.

1. Scoring

a. A point is scored by the opponent if the server makes an illegal serve, serves into the net, into the neutral area, or outside of the receiving court. A point is scored by the receiver if the serving side commits a foul on a return. A point is scored by the serving side if the receiving side commits a foul.
b. The game is scored as in tennis and the point score is love (no score), fifteen, thirty, forty, game. "Deuce" (tie score) is called at 40 all and one side must win two points in succession to win the game. The point after deuce is call "ad" or advantage.
c. One side must win six games before the opponent has won more than four to win a set. A match consists of two out of three sets. If a set reaches five all, it is deuce set and one side must win two games in succession to win the set.

2. Rules

a. The server stands behind the baseline to the right of the center line and delivers an underhand toss to the diagonally opposite receiving court. The ring must not "wiggle" on the serve.
b. A ring that lands in the neutral area at any time is not good.
c. If the serve touches the net and lands or is touched by an opponent in the correct receiving court, it is declared a "let" and is served again.

d. A footfault is declared if server steps on or over the back line while serving.
e. Only one serve per point is allowed.
f. Rings that land on the boundary line are good.
g. The ring must be released below the shoulder.
h. Only one player on a team of doubles may handle the ring with the exception of a simultaneous catch provided only one player makes the return.
i. The ring may not be released with sides pressed together; however, it is legal to catch the ring with sides pressed together (Dade County interpretation).
j. The serving order and the alternation of courts for service are as in tennis. The receiver stands within the boundaries of the receiving court.
k. A ring that touches the top of the net except on a serve is good provided it is otherwise legal.

3. Playing Fouls

The penalty for the following fouls is a point awarded to the opposite side.

a. A return or serve falling into the neutral areas, failing to cross the net, hitting an out-of-bounds fixture, or landing beyond the limits of the court
b. Catching the ring with two hands or against the body
c. Transferring the ring from one hand to the other
d. Juggling or batting the ring
e. Allowing the ring to slide down over the hand or touch any part of the body except the hand or wrist
f. Taking more than one step or pivot before releasing the ring
g. Holding ring more than three seconds
h. Not using an underhand serve or return
i. Crossing the center line, reaching over or touching the net
j. Feinting a throw and not releasing ring

E. Playing Courtesies

As there are no game rules which penalize a deck tennis player for unsportsmanlike behavior, the responsibility for courteous game play must rest with the players themselves. Deck tennis is a recreational sport and every effort should be made to play the game in a spirit of fun and personal enjoyment.

F. Fundamental Skills and Techniques

Deck tennis is fundamentally a throwing and catching game which requires the elements of good body mechanics in running, stopping quickly, turning, and generally maintaining good footwork. There are various methods of handling the ring including the following:

1. Grip

The ring is held between the thumb and fingers. The forefinger may be extended along the outside of the ring for greater control. The ring may then be thrown with the thumb up, down, or toward the body. The ring may not be thrown overhand.

2. Catching

As the ring touches the fingers, it should be firmly grasped and the hand and arm should give with the impact to keep the ring from bouncing out of the hand.

a. A ring flying parallel to the ground is caught with the palm up and the arm is bent as the ring is caught.
b. A ring flying perpendicular to the ground is caught with the palm turned toward the ring with the thumb up (as in shaking hands).
c. A flip throw is caught with the palm up. The arm should be brought backward quickly to prevent the ring from sliding down the hand.

3. Throwing

The position of the player's hand and arm when catching the ring will partly determine the return throw.

a. Throwing with the palm or thumb up
   (1) The ring is held perpendicular to the ground and swung behind the body. The release is executed as the hand moves forward with an underhand movement.
   (2) For a cross body throw, the ring is held parallel to the ground with palm up and across the body. Ring is released as the arm swings forward toward the shoulder.
   (3) For a flip throw, the ring is held at the side of the body and released in an underhand movement with the hand turned backward and palm toward the body.
b. Throwing with the back of the hand up
   (1) Hold ring at the side of the body parallel to the ground. Swing arm back and release as the hand moves forward.
   (2) Hold the ring parallel to the ground with hand across the body. Release as the hand moves forward across the body at near the shoulder level.

4. Serving

Stand behind the baseline with body inclined forward at the waist and turned diagonally toward the left boundary line. On the backswing, the ring is carried backward about waist height near the left side, the right shoulder is turned toward the net and body weight rocks back onto the left foot. The ring is released near shoulder height with a snap of the wrist and follow-through in the line of flight.

G. Game Strategy

Change of pace and the careful placement of the returns are more important than power in developing game strategy.

1. Offensive

The first principle for offensive play is to study the opponents' style of play and analyze their weaknesses. The attack should be planned accordingly. If a player has a weak backhand return the ring consistently to this player's position where he will be forced to use his backhand. Notice the players who have trouble returning a drop shot or who cannot handle a wobble and bombard these shots to those players. Draw the opponents out of position by placing shots deep in the back court for several returns and then drop a shot close to the net. Learn to jump high and release the ring while still in the air. Deceive your opponents by faking a hard throw to the backcourt and then easing a drop shot over the net.

2. Defensive

For good defense, players should learn to catch equally well with both hands and to develop a strong backhand. Always let the hand "give" with the ring when catching. Learn to "dig" for the drop shot as in volleyball. Practice the techniques of catching all the types of throws.

The best defense is a good offense forcing the opponents to be on the defense. Players must play their own positions and not interfere with a play within a teammate's area.

3. Singles

Always return to center of the court after each shot. Manuever your opponent out of position by using shots deep in the back court near to the sidelines or the back line, and then place a short drop shot just over the neutral zone. Change the speed of returns and when playing at the net, try to jump high and throw ring while still in the air. Make your opponent move rapidly from side to side and from front to rear. Most serves should be placed deep to the back court unless the opponent is playing back for such a shot. Analyze your opponent's weaknesses and play your attack accordingly.

4. Doubles

In playing doubles, partners should decide on their method of court coverage which may be one of the following:

a. Partners may play side by side with each player responsible for their half of the court.
b. The up and back method makes the front player responsible for all plays near the neutral zone and the back player responsible for all back area throws.

c. The side by side method may be used on defense and the up and back method used for the attack. When a player serves short or returns a short shot, he plays up and the partner moves back. When a player returns a ring to the back court, he splits the court side by side. When one player is forced back to make a play, the other goes forward and vice versa.

In playing against a side by side system, it is good strategy to return the ring to the back court with the next shot placed on the same side just over the neutral zone. Shots down the center of the court are often effective because the opponents may be uncertain as to who is to play it.

The up and back method is frequently weak at the sides so it is good strategy to play frequently to the sides.

In playing to the rotation system, the most effective shot is low to the backhand of the player rotating in the opposite direction. The best defense is a good offensive which forces the opponents to keep on the defense.

V. PROCEDURES OF TEACHING

A. Warm Up Exercises

Total fitness is best achieved and maintained by combining specific exercise with sports and recreational activities. The following exercises are recommended to precede each class session in order to bring about maximal benefits:

1. Alternate toe touches
2. Squat thrusts
3. Sit-ups
4. Stationary run
5. Stratosphere hop
6. Jumping jacks

B. Suggested Structure of Activities

Instruction in recreational games provides opportunity for students to acquire skills necessary for them to participate in worth-while activities as youths and later in adult life.

Recreational games may be taught in an instructional unit in which several different games are taught simultaneously. These games may also be taught in conjunction with an individual or dual sport.

The rules and techniques can be learned in a very short time and students should be participating in game situations quickly. As the desire for competition is a natural desire of youth, many different types of tournaments may be in progress at one time permitting many different students to attain success during the length of the unit.

Team deck tennis lends itself to a round robin type tournament and the singles and doubles game may be scheduled for ladder or pyramid type tournaments. The instructor should attempt to equate opponents as far as possible in formation of teams and in the doubles game, partners could be rotated frequently.

1. Unit Presentation

    a. The unit might be initiated with an interesting history of the game.
    b. A short demonstration of the proper grip and basic throws and catches would follow.
    c. Students could then begin activity with a Toss and Catch relay.

d. The serve can be introduced and a serving relay or serve for placement activity follow.

2. Suggested Class Progressions

The instructor should take into consideration the level and ability of the students in the class, the number of courts available and the behavioral goals to be attained in determining the unit progressions. The following should be considered in planning the unit to be presented.

a. History of the game
b. Introductory activities
   (1) Relays
   (2) Brief explanation of the object of the game
c. Individual techniques
   (1) Gripping
   (2) Throwing
   (3) Catching
   (4) Serving
d. Rules and scorekeeping
e. Basic officiating
f. Game courtesies
g. Strategies
   (1) Fast low serves
   (2) Deep high serves
   (3) Short drop shots
   (4) Changing speed of returns
   (5) Placement of throws
h. Games and tournaments
i. Social and ethical attributes
j. Evaluation

C. Source Material

There are various sources of rules for playing deck tennis. Most numerous are the rules for singles and doubles. There are variations of court sizes and in many cases the method of determining the length of games and the scorekeeping method. For uniformity, it is suggested that the rules and regulations endorsed by DGWS be followed.

AAHPER
The Division For Girls and Women's Sports
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Order: Recreational Games and Sports Price: $1.00

VI. EVALUATION PLANS

A. Skill Tests

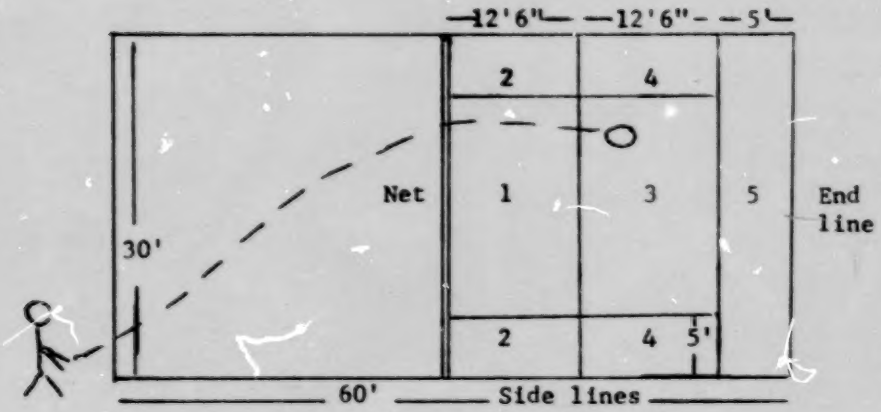
1. Serving

a. Purpose

To measure accuracy in serving in team deck tennis

b. Equipment

Deck tennis rings
Regulation court
Floor markings
Net



Mark a line across the court 5' inside and parallel to the end line. A line is marked across the court parallel to the net and 12½ feet from the center line. Draw two lines, each 5' inside the court and parallel to the side lines. Score values of each area should be marked on the court as indicated in the diagram.

c. Procedure

Player stands in proper serving area on the court and serves the ring into the opposite court across the net. Foot faults and "let" serves count as trials and are not scored. Rings landing on a line scores the higher value. Three practice serves may be allowed prior to the test. Each player is given <u>ten</u> trials.

d. Scoring

Each serve is scored according to point value as indicated in disgram. Total points scored for the <u>ten trials</u> are recorded.

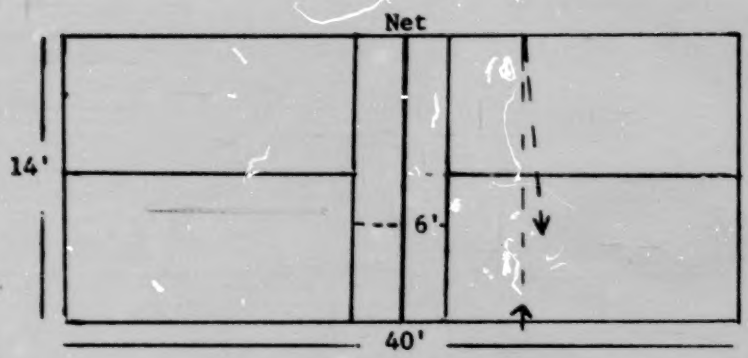
2. Shuttle Footwork Test

a. Purpose

To measure aspects of proper footwork and speed of movement.

b. Equipment

Stop Watch
Floor markings



Use the side boundary lines for singles and the center line on a regulation court. Mark one boundary line A and the opposite boundary line C. Mark the center line B.

c. Procedure

Player stands facing the net on boundary line "A". On signal, move sideward in a direction parallel to the net to the opposite side boundary line "C", using sliding steps or turning and running, alternating or shuttling back and forth between "A" and "C" for a period of twenty seconds. If player fails to touch a side boundary line, it is a foot fault and does not score. Each player will have <u>three trials</u> of twenty seconds each.

d. Scoring

Total score for each trial is the number of times a side line is touched. The <u>best score</u> of the <u>three trials</u> is recorded.

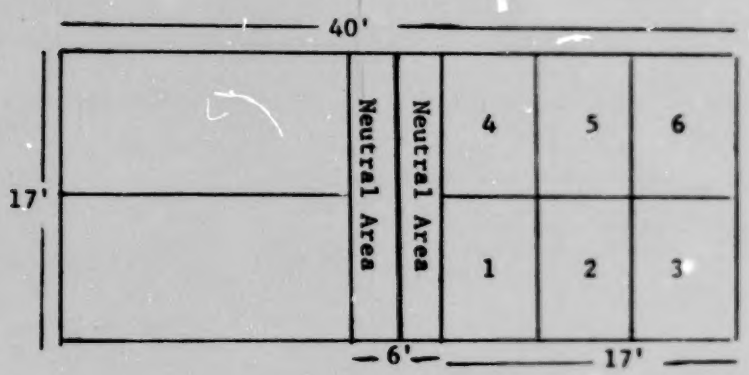
3. Serve Placement

a. Purpose

To measure accuracy in placement on the serve

b. Equipment

Deck tennis rings
Floor markings
Net



Divide a doubles court into six equal areas. Number each area from one (1) to six (6). NOTE: This test may be administered on a singles or team court also.

c. Procedure

Player stands in proper serving position and serves the ring into area 1, then area 2, and continues through area 6. Repeat a second time for a total of 12 serves.

d. Scoring

One point is scored when a legally served ring lands within or on a line around the target area. Total points scored for the twelve trials are recorded.

(NOTE: For an alternate scoring plan, the teacher could consider rewarding a legal serve with one point and if it goes in the proper area, two points. Maximum score = 24 points.)

B. Class Participation Subjective Rating Scale

A series of observations should be recorded throughout the unit for each individual. The following scale is a suggested method of rating and recording observed skill.

1. Lacks fundamental skill
2. Participates with some degree of success
3. Average performance
4. Performs well in most situations
5. Displays superior skill in all areas of the activity

C. Social and Personal Attitude Objective

It is suggested that instructor and students jointly decide on the social and ethical qualities to be desired and observed throughout the unit. The instructor will record observations and the students will be asked to self-evaluate themselves on the same rating scale.

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